

# House Study Bill 591

HOUSE FILE \_\_\_\_\_  
BY (PROPOSED COMMITTEE ON  
EDUCATION BILL BY  
CHAIRPERSON TYMESON)

Passed House, Date \_\_\_\_\_ Passed Senate, Date \_\_\_\_\_  
Vote: Ayes \_\_\_\_\_ Nays \_\_\_\_\_ Vote: Ayes \_\_\_\_\_ Nays \_\_\_\_\_  
Approved \_\_\_\_\_

## A BILL FOR

1 An Act establishing statewide proficiency levels and definitions  
2 for students in reading, mathematics, and science in grades  
3 four, eight, and eleven.  
4 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF IOWA:  
5 TLSB 5128YC 81  
6 kh/sh/8

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1 1 Section 1. NEW SECTION. 280.28 STATEWIDE PROFICIENCY  
1 2 LEVELS AND DEFINITIONS ESTABLISHED.  
1 3 1. A student in grade four, eight, or eleven is determined  
1 4 proficient in reading or mathematics if the student scores in  
1 5 the forty=first percentile or above on the applicable  
1 6 subject=matter portion of the Iowa test of basic skills or  
1 7 Iowa test of educational development.  
1 8 2. A student in grade eight or eleven is determined  
1 9 proficient in science if the student scores in the forty=first  
1 10 percentile or above on the applicable subject=matter portion  
1 11 of the Iowa test of basic skills or the Iowa test of  
1 12 educational development.  
1 13 3. The proficiency definitions for Iowa students are as  
1 14 follows:  
1 15 a. A student in grade four designated proficient, unless  
1 16 otherwise provided, can usually or is able to, at a minimum,  
1 17 do the following:  
1 18 (1) Understand factual information and new words in  
1 19 context.  
1 20 (2) Make inferences and interpret either nonliteral  
1 21 language or information in new contexts.  
1 22 (3) Determine a selection's main idea and analyze its  
1 23 style and structure.  
1 24 (4) Perform in a manner that indicates the student is  
1 25 developing an understanding of many math concepts.  
1 26 (5) Solve simple and complex word problems and use  
1 27 estimation methods.  
1 28 (6) Interpret data from graphs and tables.  
1 29 b. A student in grade eight designated proficient can  
1 30 usually or is able to, at a minimum, do the following:  
1 31 (1) Understand factual information and new words in  
1 32 context, make inferences, and interpret information in new  
1 33 contexts.  
1 34 (2) Determine a selection's main idea, identify its  
1 35 author's purpose or viewpoint, and analyze its style and  
2 1 structure.  
2 2 (3) Understand math concepts and solve simple and complex  
2 3 word problems, use estimation methods, and interpret data from  
2 4 graphs and tables.  
2 5 (4) Sometimes understand ideas related to the earth, the  
2 6 universe, and the life sciences.  
2 7 (5) Understand ideas related to the physical sciences and  
2 8 often can demonstrate the skills of scientific inquiry.  
2 9 c. A student in grade eleven designated proficient can  
2 10 usually or is able to, at a minimum, do the following:  
2 11 (1) Understand stated information and ideas, infer implied  
2 12 meaning, draw conclusions, and interpret nonliteral language.  
2 13 (2) Make generalizations from or about a text, identify  
2 14 its author's purpose or viewpoint, and evaluate aspects of its  
2 15 style or structure.  
2 16 (3) Sometimes apply math concepts and procedures, make  
2 17 inferences with quantitative information, and solve a variety

2 18 of quantitative reasoning problems.  
2 19 (4) Sometimes make inferences or predictions from data,  
2 20 judge the relevance and adequacy of information, and recognize  
2 21 the rationale for and limitations of scientific procedures.  
2 22 EXPLANATION  
2 23 This bill establishes statewide proficiency levels and  
2 24 definitions for what students should know and be able to do,  
2 25 for grades four, eight, and 11 in reading, mathematics, and  
2 26 science.  
2 27 The bill provides that a student is determined proficient  
2 28 in reading, mathematics, or science in grades four, eight, and  
2 29 11, as appropriate, if the student scores in the 41st  
2 30 percentile or above on the Iowa test of basic skills or the  
2 31 Iowa test of educational development, as appropriate. The  
2 32 bill defines what a student designated proficient can usually,  
2 33 or is able to, do at a minimum.  
2 34 LSB 5128YC 81  
2 35 kh:nh/sh/8.2